

\* With HS students, try to keep the questions above knowledge level to make sure they understand an application and make use of it.

## Bloom's Taxonomy

|                      |  |
|----------------------|--|
| <b>Knowledge</b>     | <p><i>the recall of specific information</i></p> <p>Who was Goldilocks?</p> <p>Where did she live? With whom?</p> <p>What did her mother tell her not to do?</p>   |
| <b>Comprehension</b> | <p><i>an understanding of what was read</i></p> <p>This story was about _____. (Topic)</p> <p>The story tells us _____. (Main Idea)</p> <p>Why didn't her mother want her to go to the forest?</p> <p>What did Goldilocks look like?</p> <p>What kind of girl was she?</p>   |
| <b>Application</b>   | <p><i>the converting of abstract content to concrete situations</i></p> <p>How were the bears like real people?</p> <p>Why did Goldilocks go into the little house?</p> <p>Write a sign that should be placed near the edge of the forest.</p> <p>Draw a picture of what the bear's house looked like.</p> <p>Draw a map showing Goldilocks' house, the path in the forest, the bear's house, etc.</p> <p>Show through action how Goldilocks sat in the chairs, ate the porridge, etc.</p> |
| <b>Analysis</b>      | <p><i>the comparison and contrast of the content to personal experiences</i></p> <p>How did each bear react to what Goldilocks did?</p> <p>How would you react?</p> <p>Compare Goldilocks to any friend.</p> <p>Do you know any animals (pets) that act human?</p> <p>When did Goldilocks leave her real world for fantasy?</p> <p>How do you know?</p>  |

|                          |  |
|--------------------------|--|
| <p><b>Synthesis</b></p>  | <p><i>the organization of thoughts, ideas, and information from the content, put together in a new or different way</i></p> <p>Draw a cartoon or stories about bears. Do they all act like humans?</p> <p>Do you know any other stories about little girls or boys who escaped from danger?</p> <p>Make a puppet out of one of the characters. Using the puppet, act out his/her part in the story.</p> <p>Make a diorama of the bear's house and the forest.</p>  |
| <p><b>Evaluation</b></p> | <p><i>the judgment and evaluation of characters, actions, outcome, etc., for personal reflection and understanding</i></p> <p>Why were the bears angry with Goldilocks?</p> <p>Why was Goldilocks happy to get home?</p> <p>What do you think she learned by going into that house?</p> <p>Do you think she will listen to her mother's warnings in the future? Why?</p> <p>Do parents have more experience and background than their children?</p> <p>Would you have gone in the bear's house? Why or why not?</p> <p>Do you think this really happened to Goldilocks? Why?</p> <p>Why would a grown-up write this story for children to read?</p> <p>Why has the story of Goldilocks been told to children for many, many years?</p> |